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CL 613 Equipping the Laity

Daryl L. Smith

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DRAFT #1

(11.22.07)

Course Syllabus: Spring '08

Asbury Theological Seminary—FLORIDA

Facilitator: **Daryl L Smith**, Ed.D.

Tel: (o) 407-482-7657

Email: Daryl_Smith@asburyseminary.edu

Meets Tuesday 9:00-11:40am

CL613: Equipping the Laity (unpaid servants/"tour-guides")

This course will lay the foundation for a lay revolution within and beyond the local church. Using Ephesians 4 as our base, we will flesh out the paradigm of pastor as equipper/coach and laity as unpaid servants engaged in the work of the ministry....The delineation between laity and clergy will be minimized in favor of a model emphasizing the ministry of the whole people of God. We will address such issues as assimilation, leadership development and discipling disciplers.

Course Objectives

Upon the completion of the course, the student will be able to:

1. Examine the practice of biblical hospitality that models God's welcoming grace through assimilation.
2. Learn how to create a permission-giving culture where all people are released for their God-designed ministry.
3. Create a system for identifying, recruiting, placing, training, tracking and multiplying unpaid servants.
4. Develop basic tools for developing disciplers of disciples, the best hope for creating self-perpetuating lay ministry development.
5. Strategize how to lead the lay ministry innovations through the stages of conflict and change that will be required.

The Class Model

This class may be the most different model you will take at Asbury Seminary—ORLANDO. The class is designed to function in a transportable model—back to your local ministry—similar to Donahue's/Robinson's description. Each person will be part of a small group/work team. Your group leader (chosen by you) will meet each week with the coach—at a 15-minute leader's meeting (as the class starts) to evaluate your team's progress, resolve any issues and coordinate the various parts of *The Project*.

You/we will be working together in teams to create part of a publishable-quality equipping model (*The Project*) useable in your ministry setting. Each team's part of the completed *Project* will be edited and compiled so each class member will take home the whole product. The details of *The Project* will be worked out in the first few weeks of class.

Therefore, a typical class period will include instruction by the professor, large group/class work, coach/team-leader meetings and small group/team work.

Since much of the class involves creating your team's part of *The Project* it is suggested that you get the readings done, as early in the semester as possible, (the deadlines in the syllabus are the final dates allowed) so your time is free to focus on your team's work during the last weeks of the semester.

Required Readings

1. ***The Disney Way***, revised 2nd ed. by Capodagli, Bill and Jackson, Lynn (New York: McGraw-Hill, 2006, 2007) 256p.
ISBN 10: 0-07-147815-9
2. ***Building a Church of Small Groups*** (new edition) by Donahue, Bill and Robinson, Russ (Grand Rapids: Zondervan, 2005) 219p.
ISBN 10: 0310267102
3. ***The Forgotten Ways*** by Hirsch, Alan (Grand Rapids: Brazos Press, 2006) 245p.
ISBN 10: 1-58743-164-5
3. ***The Equipping Church*** by Mallory, Sue (Grand Rapids: Zondervan, 2001) 203p.
ISBN: 10: 0310240670
4. ***The Present Future*** by McNeal, Reggie (San Francisco: Jossey-Bass, 2003) 151p.
ISBN 10: 0787965685
5. ***Network Leader's Guide***, revised edition (Grand Rapids: Zondervan, 2005)
ISBN 10: 0310257948

Writing

For each text: (25 points each)

Write a Reading Report. Each report will be NO MORE than 2 pages long, and include the following 4 sections (in this order):

1. (5)The title, author, publisher, date (or issue), in proper bibliographic form; (correct grammar and high quality writing, throughout)
2. (5)In one paragraph (max. ½ page) write a tight and clear summary of the reading as you would in writing an abstract (no bullets or lists). **Prove that you understand the topic.**
3. (10)Connect the reading to your own **past or present** experience in **equipping persons for ministry**. (What personal story or life experience does the reading spark in you?)
4. (5)**So, what?** What difference might this reading make in your life and ministry?

Class and Assignment Guidelines

- a. Writing **clearly and concisely is an important measure of graduate study**. Therefore, all papers will be examined for proper grammar, spelling, “graduate-level writing quality,” etc.

Also, writing submitted for this class must be within the maximum defined length, typed, double-spaced, documented (using an official form of documentation) when drawing from readings or class notes, and use 12-point type.

- b. **Inclusive language is expected** when referring to human beings in writing and speaking.
- c. **Include your name on each assignment**. I want to make sure you get credit for your work.
- d. **Late work:** Assignments turned in late, without the professor’s prior approval, will have the grade lowered 20 %.
- e. **Using the Internet:** If you must send assignments as attachments, please send them in MSWord or MSeXcel.
- f. **Class Attendance:** Total attendance and group participation is expected.

NOTE: Timely & Substantive Feedback: I will attempt to return on- time assignments by the next class period, adding notes to help you work more effectively on the next assignment.

Other Assignments

This class will include some lecture/discussion time—most every session. The remaining hours will consist of your team creating a publishable unpaid-servant’s equipping module, working as a small group/team in coordination with a coach and the other class teams.

1. **TEAM PROJECT:** (160 points—20 points each section) You will be placed in a team for the course. Your team will create a major discipling project (a module of the class discipling/equipping system). It will be due on **May 13** in both **hard-copy** and on **disk**. Details for this project will be fleshed out the first few days of class. It will include:
 - a. Excellence of content and materials;
 - b. Biblical/theological soundness;
 - c. Use of media (printed, video, CD, etc.);
 - d. Fit within the Class Equipping System;

- e. Materials provided for Instructors/Facilitators;
 - f. Materials provided for Students;
 - g. Use of various group sizes (planned flexibility);
 - h. Transferability of module.
2. **TEAM PRESENTATION #1:** (50 points—10 points each section) Your team will make a class presentation on **April 8** of the progress you have made on your part of *The Project*. It will include:
- a. What you've accomplished thus far;
 - b. A description of each team-member's role;
 - c. What you have left remaining to complete;
 - d. Your completion plan;
 - e. Evaluation by your coach.
3. **TEAM PRESENTATION #2:** (50 points—10 points each section) Your team will make a class presentation on **May 13** of your completed work on your part of *The Project*. It will include:
- f. A Summary of your work;
 - g. A description of each team-member's role;
 - h. What you would have included if more time allowed;
 - i. How you expect your part of *The Project* to help equip people for ministry—why is it vital to the whole *Project*?
 - j. Evaluation by your coach.

Grading Plan

You will receive individual grades on the writings. Each team member will receive the same grade for the Team Project and the Team Presentations.

Text Reports(25 X 5)	125 points	<u>Grading Scale</u>
Team Presentation #1	50	435-400 = A (92%+)
Team Presentation #2	50	399-357 = B (82%+)
Team Project	160	356-313 = C (72%+)
Attendance & Participation	50	312 270= D (62%+)
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TOTAL	435points	

Tentative Course Calendar

[We will finalize the schedule together in our teams, as we design our Equipping System.]

DATE	CONTENT/SUBJECT FOCUS	ASSIGNMENTS DUE	GROUP WORK
Feb 12	-Discuss syllabus/class model -Goal: Growing disciples -Start biblical model	-Take <i>Network</i> profile	-Set groups -Groups get acquainted & share experience -Share results together
Feb 19	-Biblical model for Equipping -Our Wesleyan heritage -Living and ministering in community -Inside and Outside the walls	- <i>Present Future Report</i>	-Meet with coach -Finish sharing <i>Network</i> profiles
Feb 26	-Becoming an Equipping Church -Purpose and basics of equipping models -Developing our class model		-Begin to design you piece of <i>The Project</i>
Mar 4	-Developing our class model (cont.) -Understanding our culture -The Disney culture (Guest: Rich G. ?)	- <i>The Disney Way Report</i>	
Mar 11	-Understanding our culture: seekers & post-moderns -Grace-filled assimilation		-Continued work on your piece of <i>The Project</i>
Mar 18	-Review Learning Styles -Building a comprehensive system (Guest: Peggy R. ?)	- <i>Forgotten Ways Report</i>	
Mar 25	-Using coaches/equippers -Equipping and empowering: promotion & training -Creating an atmosphere of "ministry"	- <i>Equipping Report</i>	
Apr 1	S P R I N G	B R E A K	
Apr 8	-Small groups and teams: making them work at all levels—as a way of life -Multiple types	-Start <i>Building a church...</i> - Team Present. #1	
Apr 15	-Building community: theology, sociology, organization; authentic, well-balanced, developing leaders	-Continue <i>Building...</i>	

Apr 22	-Transitioning to a team/small group model—an equipping church -Calling people to accountability	-Continue <i>Building</i>	
Apr 29	-Problem solving: working with people where they are		
May 6	-Catch-up day	- <i>Building...Report</i>	-Final project nearing completion
May 13		- Team Present. #2 - Team Projects DUE	
May 20	Final Exam week	-Team Present. #2 Continued, if needed	